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AUTHOR	Sandstedt, Lynn A.; And Others
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ABSTRACT

Articulation of materials, methods, and educational objectives of language programs in French, German, Spanish, and Latin focuses on achievement goals in the areas of listening, speaking, reading, writing, culture, and language analysis for levels 1 through 5. The programs emphasize the attainment of language fluency through the audiolingual method of instruction with the objective of increasing awareness of the foreign culture. Course content is defined in terms of grammatical features, basic skills development, and cultural concepts. The section on Spanish enumerates objectives in lists of specific "situations" and "structures" to be mastered. The Latin material distinguishes three different curriculums used in the high schools and colleges of the state. (RL)

ED049666

ARTICULATION

OBJECTIVES FOR THE TEACHING OF

FOREIGN LANGUAGES

IN

COLORADO

Prepared by the
Articulation Committee
of the
Colorado Congress of Foreign Language Teachers

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Coordinator of Foreign Languages
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Greeley, Colorado

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INTRODUCTION

For many years there has been an apparent need for a set of common objectives for the foreign language programs of Colorado, in order that better articulation can be achieved between the various levels of language instruction. It is desirable that a student be able to enter the study of a foreign language and be assured that he will move through the continuum without interruption and without duplication of effort.

The Colorado Congress of Foreign Language Teachers organized a committee in 1968 to study articulation and to develop a series of objectives for the teaching of foreign languages that would, in part, resolve this problem.

This report is the result of the work of this committee which is composed of many dedicated teachers and coordinators of foreign language. Long and sometimes frustrating hours were spent in preparing the following articulation objectives for French, German, Latin and Spanish. The committee fully realizes that this report is not a definitive statement in itself, and that it will have to be changed and up-graded as new materials, methods and scheduling procedures are introduced into the foreign language classroom. It is hoped, however, that the objectives will be accepted, and that this will mark the beginning of a more unified and uniform approach to foreign language education in Colorado.

PRELIMINARY STATEMENTS CONCERNING ARTICULATION

1. Recommendations herein pertain to 7 - 16. The committee further recommends that we strongly urge the renewed and sustained efforts to establish FLES programs that would be well articulated with junior high foreign language classes.

2. Programs should be well enough articulated so that a student may enter a FLES program at the latest at the 7th grade level and continue, uninterrupted, through college.

3. An audiolingual approach should be used at the beginning level of instruction at both the secondary and college levels. Similar types of audiolingual teaching materials should be used at the secondary and college levels.

4. While articulation of materials, methods and goals is a vital step toward providing a continuum, this must be followed by appropriate evaluation and placement procedures.

    a. Levels of foreign language achievement should be determined to provide standard reference points for teachers transferring students along the continuum.

    b. Proficiency tests by skills and levels, along with procedures for administration should be standardized throughout the State.

    c. Means should be sought to group and regroup students of all ages along the continuum according to similar proficiencies as demonstrated to the teacher and as evidenced in the standardized tests.

5. Teacher training programs should be revised and strengthened.

6. Administrations should be encouraged to provide inter-school visitation time in order that better communications between the foreign language departments of our colleges and secondary schools may be developed.

7. Administrators and counselors should be kept informed of the articulation problems that are present. Many of these problems are administrative rather than academic. More cooperation may result if these two groups have a better understanding of the difficulties that exist in trying to provide a well articulated, sequential FL program.

GENERAL GOAL OBJECTIVES

These objectives are keyed to the student's experiences within an academic situation in this country. An effort will be made to spell out defensible behavioral change and behavioral objectives for students on each level of a foreign language studied. Experience or contact with native speakers or culture will extend this range.

1. Achievement Goal #1 (Levels 1,2,and 3. This goal consists of a combination of three levels, and should be achieved at the end of a 7-10, 9-11, or 10-12 grade sequence.)

   A. Listening: Development of the ability to understand a native speaker when he is speaking at a normal speed on a topic which is within the students range of vocabulary.

   B. Speaking: Development of the ability to communicate with a fair amount of skill in every day situations typical to the young adult.

   C. Reading:Development of the ability to comprehend without translation reading materials within the limits of his knowledge of the language and his level of vocabulary.

   D. Writing: Development of techniques to express the ideas which the student can express orally in a controlled and/or original composition.

   E. Culture: Development of a functional knowledge of the culture found in the everyday inter-action of the people who speak the target language.

II. Achievement Goal #2 (Level 4. This goal consists of one level, and should be achieved at the 11th or 12th grade depending on the time at which the student began the study of foreign language.)

   A. Reinforcement and expansion of the four basic language skills: Listening, speaking, reading and writing.

   B. Exposure to a wide variety of materials and situations in the foreign language which will increase the student's ability to function effectively within the culture.

III. Achievement Goal #3 (Level 5. This goal consists of one level, and can only be accomplished by a student who enters the FL program at the 7th grade and remains in it until the 12th.

   A. The following objectives of the Modern Language Association should be attained by the student at the end of level 5.

      1. Listening (good): The ability to understand conversation at average tempo, lectures, and news broadcasts.

      2. Speaking (good) The ability to talk with a native command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.

3. Reading (minimal): The ability to grasp directly (i.e.) without translation the meaning of simple, non-technical prose of mature content.

4. Writing (Good): The ability to write a simple "free composition" with clarity and correctness invocabulary, idiom and syntax.

5. Language analysis (Minimal): A working command of the sound patterns and grammer patterns of the foreign language.

6. Culture (Minimal): An awareness of language as an essential element amoung the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, social customs, and contemporary civilization of the foreign people.

ABSOLUTE MINIMAL COLLEGE GOALS

(The following goals are still under discussion.)

I. Achievement Goal #1
   A. To be accomplished after 2 years of college study.

II Achievement Goals #2 and #3
   A. To be accomplished after 4 years of college study for students beginning their language study at the college level.

SOME GENTERAL ATTITUDINAL OBJECTIVES FOR THREE LEVELS OF INSTRUCTION
IN MODERN FOREIGN LANGUAGES

LEVEL I	The student comes to realize that another sound system can represent his thinking, his own ideas; that words are not the things they represent.
LEVEL II	The student gains more confidence as awareness grows of a larger human community to which he might identify or belong.
LEVEL III	A way of thinking begins, one that is unique to the people whose language the student newley speaks.

Preamble

The following is a statement of typical course content in three levels of secondary school French, German and Spanish instruction in the State of Colorado. The content of Levels I-III has been stated in terms of topics of language structure and cultural realia. In themselves, these topics are not to be regarded as goals or objectives. At all stages, the goal of instuction remains the attainment of increased fluency in the foreign language as a vehicle of communication and as a bridge to increased awareness of the foreign culture, as well as of the student's own culture.

FRENCH

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FRENCH

Course Content of Level I *

I. Introduction to speech sounds
   A. All vowels must be pure, not diphthongs. (Tension, fronting.)
      1. Special attention to the French u
      2. Special attention to nasal vowels
      3. Special attention to the eu sound
      4. Special attention to the "mute" e
   B. All consonants
      1. Special attention to r
      2. Special attention to l
      3. Special attention to the "detente" (release of final consonant)
   C. Rhythm
   D. Intonation
   E. Stress
   F. Syllabification

II. Relationship between sound and spelling
   A. Limited to constant relationships
      1. French u
      2. h
      3. th
      4. one s between vowels
      5. two s's between vowels
      6. oi and oy
      7. ch
      8. qu
      9. au and eau
      10. ou
   B. Variable relationships and most common exceptions
      1. nasal vowels
      2. linkage
      3. elision
      4. accent marks

III. Simple vocabulary concerning:

greetings	telling ages of people
courtesies	avoir idioms of physical sensations
leave-taking	asking and receiving directions to a place
school and classroom	physical description of a person
numbers	house and rooms
simple calculations	meals, easy mealtime talk
colors	weather (faire idioms)
clothing	number 1-100
clock time	
calendar time	
parts of the body	
members of the family and family life	

These situations comprise approximately 500 words. The level designations assume a high degree of active control of this vocabulary by the student.

* The separation of the course content of level I-A from that of level I-B is to be designated after a selection of basic text material has been made.

IV. Morphology and syntax
(Active control within the limits impcsed by vocabulary is assumed except in the case of items marked with an asterisk, which signifies understanding of meaning rather than active control.)

A. articles
   1. definite
   2. indefinite
   3. partitive *

B. regular nouns
   1. singular
   2. plural
   3. masculine
   4. feminine

C. adjectives
   1. singular
   2. plural
   3. masculine
   4. feminine
   5. interrogative
   6. possessive
   7. demonstrative
   8. some irregular *

D. pronouns
   1. qui, que, qu'est-ce que
   2. personal
      a. subjects
      b. direct objects *

E. adverbs
   1. interrogative: quand, ou, combien de, pourquoi, comment
   2. other: ici, la-bas, aujourd'hui, demain

F. prepositions
   1. a with basic meanings to, at, in
   2. de with basic meanings
      a. of possession
      b. from
      c. some *
   3. en with basic meaning of "in"
   4. contractions of a and de with the definite article
   5. Active control in specific contexts beyond the basic meanings is limited to geographical context with cities and countries and to transportation.
   6. prepostions of space relationships (sur. sous, derriere, devant, dans) and time (avant, apres)
   7. chez

G. verbs
   1. three regular groups
   2. voici, voila and il y a
   3. irregular

etre	pouvoir *
avoir	venir *
faire	dire *
aller	voir *
vouloir *	savoir *

   4. concept of the infinitive
   5. tenses
      a. present
      b. immediate future (with aller)

V. Reading from outside sources (see list of supplementary materials)

VI. Utilization of previously acquired vocabulary, structural concepts and spelling-sound relationships in simple and short written composition.

Course Content of Level II *

I. Continuation of sound skill development
   A. Vowels
      1. reinforcement of pure vowel sounds
      2. semi-vowels
   B. Consonants
      1. denasalization of m and n intervocalically
      2. continued attention to final consonant release

II. Further relationships of sound and spelling
   A. Constant relationships: Contrast between pronunciation of vowels in open and closed syllables
   B. Variable relationships
      1. syllable changes concerned with "mute" e
      2. silent consonants
      3. liquid l
      4. aspirate and inaspireate h

III. Vocabulary content
   A. Reinforcement and enlargement of level I vocabulary
   B. Simple vocabulary concerning:
      1. daily routine
      2. telephoning
      3. shopping and money
      4. restaurants
      5. transportation and city geography
      6. landscape description
      7. countryside, farming, animals *
      8. travel, customs
      9. sports
      10. entertainment and the arts *
      11. cardinal numbers above 100

   These situations build to approximately 800 words. The level designations assume a high degree of active control of this vocabulary by the student.

IV. Morphology and syntax
   (Active control within the limits imposed by vocabulary is assumed except in the case of items marked with an asterisk, which signifies interpretation of meaning rather than active control. All items marked passive (with an asterisk) in level I become active in Level II, with the exception of unspecified irregular verbs.
   A. Reduced partitive article in:
      1. negative
      2. usage when a plural adjective precedes its noun
      3. quantity expressions (except "bien de" and "la plupart de")
   B. Irregular plural groupings of nouns
      1. ending in s, x, and z
      2. endings in -al, -ail (except details)
      3. endings in -au, -eau and some -ou

* The separation of the course content of level II-A from that of level II-B is to be designated after a selection of basic test material has been made.

C. Adjectives
   1. adjectives which precede or follow their nouns
   2. more irregular adjectives
   3. the comparison of regular and irregular adjectives

D. pronouns
   1. add and contrast remaining interrogative pronouns: qui est-ce qui, qui est-ce que, qu'est-ce qui
   2. stress on usage and word order of:
      a. direct object pronouns
      b. indirect object pronouns
      c. y
      d. en
   3. disjunctive (or emphatic) pronouns
   4. subject pronoun "on"
   5. relative pronouns
      qui, ce qui
      que, ce que
      dont, ce dont *
   6. forms of the demonstrative pronouns (celui, etc.) *
   7. Contrast "ce" and "il" as subjects of "etre" in simple sentence structures. (Omitting their use when followed by complementary infinitives and "que" clauses.)
   8. possessive pronouns (le mien, etc.) *

E. adverbs
   1. formation of adverbs from adjectives
   2. the irregular formation of adverbs
   3. the placement and comparison of regular adverbs
   4. the placement and comparison of irregular adverbs
   5. additional minimal adverb vocabulary:

d'abord	en bas
ensuite	en haut
finalement	de plus en plus *
enfin	de temps en temps
hier	de nouveau
tôt	
tard	

F. prepositions
   1. a with the basic meaning of "with" (contrast with "avec") and the use of etre a
   2. partitive use of "de" with and without the article
   3. idiomatic preposition use:
      a. seasons
      b. rooms of a house
      c. floors of a building
      d. expansion of the pattern: Je suis heureux de faire votre connaissance.
      e. expansion of the pattern: C'est facile à comprendre.
   4. others: hors de, autour de, à côté de

G. Verbs
   1. additional negatives and their postiio
      a. ne...jamais
      b. ne...rien
      c. ne...que
      d. ne...plus

e. ne...personne
f. ni...ni
g. use of second negative particle alone in sentence fragments

2. present participle *
3. imperative
4. irregular verbs

vouloir	tenir
pouvoir	dire group
venir	ouvrir group
dire	servir group
voir	prendre and compounds
savoir	mettre and compounds

5. spelling irregularities
6. tenses
   a. imperfect
      (1) use with "venir de"
      (2) stress contrast with passé composé
   b. present perfect (passé composé)
      (1) verbs conjugated with être
      (2) reflexive verbs
      (3) past participle agreement *
   c. future and "when" clauses
7. idiomatic structures
   a. faire causatif *
   b. il faut followed by the infinitive *
   c. venir de followed by the infinitive

V. Reading from outside sources (see list of supplementary materials)

VI. Expansion of written composition to include vocabulary, structural concepts and sound-spelling relationships introduced at this level.

Course Content of Level III

I. Continuation of sound skills
   A. Control of all French sounds is assumed at this level and these sounds should be continually corrected and reinforced. (see suggestions in teachers' hints)

II. Relationships between sounds and spelling
   A. Reinforcement of constant relationships of levels I and II.
   B. The variable relationships of this level consist primarily of exceptions.
      1. liquid "l"

III. Vocabulary content

   A. Expansion in contexts begun in levels I and II
   B. Simple vocabulary concerning:
      sizes, weights and measures
      letters and post office
      occupations
      more parts of body as related to health
      idiomatic school conversation
      expand geographical terms
      materials, particularly fabrics and construction materials

      These situations build to approximately 1500 words. The level designations assume a high degree of active control of this vocabulary by the student.

IV. Morphology and syntax
   (Active control within the limits imposed by vocabulary is assumed except in the case of items marked with an asterisk, which signifies interpretation of meaning rather than active control.)
   Note: All items marked passive in level II become active in level III.

   A. Article
      1. omission of the definite article in adjective phrases (bouton de parte, robe de chambre)
      2. contrast between lundi, le lundi
      3. review of dates, days and time
      4. le soir as adverbial phrase, le lendemain, etc.
   B. Nouns
      1. more irregular plurals and feminine forms
      2. compound nouns
   C. Adjectives
      1. adjectives which change meaning according to placement in the sentence.
      2. adjectives of location and nationality not capitalized.
   D. Pronouns
      1. forms and uses of lequel

2. review of all interrogative pronouns
3. review of all relative pronouns
   a. include ou and ce dont
4. review of ce and il as subject of être in simple sentence structure.

E. Other adverbs

de bonne heure	à l'heure
en retard	en avance
par ici — LÀ	en avant
par là	en arrière

F. Prepositions
1. en with the present participle
2. après with the past infinitive
3. all other prepositions with the present infinitive
4. others: au-dessous de, au-dessus de, au-dehors de

G. verbs
1. tenses
   a. review tenses introduced
   b. conditional
   c. plus-que-parfait
   d. future perfect
   e. conditional perfect
   f. present subjunctive
   g. perfect subjunctive
   h. passe simple * (regular verbs with recognition of irregular verbs)
2. "if" formulas
3. depuis, il y a ... que
4. verbs that take à
   a. basic pattern: demander a quelqu'un de faire quelque chose
5. verbs that take de
6. idiomatic verbal phrases (verb + preposition + noun)
   a. stress reflexive phrases
   b. obeir à, jouer à, jouer de

V. Reading from outside sources. (This does <u>not</u> signify the classics of French literature. See supplement for list of titles.)

VI. Written composition within the expanded limits of vocabulary and structural concepts introduced at this level.

Course Content of Level IV

I. Vocabulary expansion utilized both in speech and in writing.
   A. Vocabulary distinctions in usage.
   B. Differing levels of vocabulary usage (populaire, mots plus raffinés, etc.)

   These situations build to approximately 3,000 words. The level designations assume a high degree of active control of this vocabulary by the student.

II. Reading (content chosen with an eye to cultural appreciations) and extensive discussion. (See supplement for information about choices.)

III. Listening comprehension on an advanced level. (See supplement for materials available and their suggested use.)

IV. Review of structural problems
   A. General pronoun review.
      1. Expand contrast between ce and il as subject of être and devoir.
      2. Expand usage of y, en and disjunctive pronouns with people and with things.
   B. Expand adverbial vocabulary and contrast distinctions in usage (tard and en retard, tôt and de bonne heure, etc.)
   C. Expand prepositional vocabulary
   D. Verbs
      1. Verbs that take a and de with the infinitive
         a. expand pattern "demander à quelqu'un de faire quelque chose"
      2. Expansion of verbal idiom vocabulary
      3. Tenses
         a. review of passé simple
         b. review of the subjunctive
            (1) special attention to means of possible avoidance of the subjunctive
         c. concordance des temps
      4. Privative verbs with à
      5. Further uses of the infinitive
         a. verbs of seeing and hearing with the infinitive
      6. Further uses of the past participle as adjective
         a. Verbs of position

GERMAN

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GERMAN

I. Language Structure
  A. Phonology
    1. Segmental phonemes
      a) Intensive drill with all segmental phonemes. Mastery of features of vowel length and quality
      b) Mastery of all sound-symbol correspondenes.
    2. Basic intonation patterns
      a) Terminals used with major clause types: fade, rise, sustain.
      b) Word and sentence accent: primary and secondary stress, contrastive stress.
  B. Grammar
    1. Verbs
      a) Tense: present and future
      b) Modals (present tense)
      c) Mood: imperative and hortatory
      d) Separable prefixes
    2. Nouns
      a) Number and gender
      b) Use with definite article and der-words
      c) Use with indefinite article and ein-words
    3. Pronouns
      a) Personal: nom., dat. and acc. case
      b) Demonstrative: mon., dat. and acc. case
      c) Possessive adjectives
      d) Interrogative: wer, was, wo-forms
    4. Case use
      a) Nom., dat. and acc. case with articles
      b) Direct object and indirect object
      c) Accusative propositions
      d) Dative prepositions
    5. Indicator particles: doch, denn, ja, etc.
    6. Conjunctions
      a) Subordinating: dab, ob, question subordinators
      b) Coordinating: und, oder, aber
    7. Word order
      a) Verb second position
      b) Inverted subject
      c) Questions
      d) Imperative
      e) Negation
      f) Dependent clauses
      g) Position of D.O. and I.O.

II. Vocabulary and Cultural Realia
  A. Number of lexical items
    Active command (speaking and writing) of at least 500 lexical items. Passive vocabulary of 800-1000 itmes.
  B. Topical vocabulary sets and cultural realia
    The selection of vocabulary sets and cultural realia taught in Level I is largely a matter of individual choice of each instructor. The material below is typical of that used in a typical Colorado classroom.

1. Cardinal numbers
2. Weekdays
3. Months
4. Seasons and weather
5. Familial nouns
6. Times of day
7. Geography (German Lander, compass directions, rivers, mountains, use of large wall map, capitol cities.)
8. Classroom (furniture, room appointments, student reading and writing materials)
9. City (Buildings, areas, city plan, parking)
10. Transportation (train, plane, car, streetcar, bus, bicycle, scooter, tickers)
11. Christmas (tree, customs, best-known secular and religious songs)
12. Clothing (most common articles or wearing apparel)
13. Post Office (general vocabulary needed for inquiry and mailing)
14. Common German foods
15. Art and Music (e.g. biographical notes on Beethoven, Mozart coupled with a "trip" through their birthplaces)

C. Practically all of the vocabulary needed to introduce any sort of cultural realia must either by included in the textbook or it must remain quite passive and unreinforced

III. The Four Primary Language Skills

A. Speaking
1. Mimicry of basic text materials at "normal" speech tempo
2. Mastery of oral drill material based on basic text; e.g., substitution or transformation drills, directed dialogue, carrelation, etc.
3. Question-answer exercises
4. Recombination exercises: Nacherzahlung, short dialogues, Bildbesprechungen, etc.
5. "Free" response within a limited context of structure and vocabulary

B. Listening
1. Recognition of all relevant phonemic contrasts
2. Comprehension of all spoken basic text materials
3. Comprehension of recombination materials based on the basic texts
4. Ability to pick up limited new vocabulary from context

C. Writing
1. All sound -letter correspondences
2. Accurate copying of basic text materials
3. Accurate transcription of dictated basic text materials
4. Accurate transcription of recombination texts, occasionally including some new items

D. Reading

Reading is typically introduced after 6-10 weeks of prereading instruction, i.e., after completing 3-4 units of the text. At this point students begin reading units 1-3/4, building up reading proficiency in the following order of steps:

1. Recognition of material previously memorized with concentration on sound-letter correspondences

2. Optional supplementary recombination reading materials
3. Recombination narratives
4. After about 18 weeks new items are first introduced through reading.
5. The recombination reading narrative becomes longer and introduce new lexical items which are glossed in the margin. All glosses are definitions in German. English footnotes explaining technical and geographical terms are used.
6. Supplemental readers such as the Hagboldt series may be used.

GERMAN: LEVEL II

I. Language Structure
   A. Phonology
      1. General Goals
         a) Review of all phonology introduced in Level I, with special attention to problem areas
         b) Work on increasing fluency in using longer sentences
         c) Intonation patterns and sentence stress
         d) Increasing precision in pronunciation towards a native standard
      2. Some specific problems
         a) Long vs. short vowels, esp. ā/ä
         b) Pure long vowels (as opposed to English diphtongs iy, ey, ow, uw)
         c) (r) and (l)
         d) Difficult consonant clusters
         e) Stress patterns in longer words and in loan words
         f) Learning to read aloud with natural rhythm, stress and intonation

   B. Grammar
      1. Verbs
         a) Conversational past tense of weak and strong verbs
         b) Narrative past tense of weak and strong verbs
         c) Verbs governing dative objects
      2. Case use and prepositions
         a) additional dat. and acc. prepositions
         b) "2-way" prepositions
         c) Dative case indirect objects
         d) Dative case of dieser- und ein-words; wem
         e) Weak and strong adjective endings
         f) da- and wo-compounds
      3. Word order
         a) Order of objects
         b) Past participle in dependent clause
         c) Indirect object in first position
         d) Non-subject elements preceding the subject

II. Vocabulary and Cultural Realia

   A. Number of lexical items
      1. Active command of 1000-1200 lexical items
      2. Passive vocabulary of 1600-1800 items

B. Topical vocabulary sets and realia
   1. Metric weights and measures
   2. Sports
   3. Family and daily life
   4. Shopping
   5. Restaurant and foods
   6. Landscape
   7. Animals
   8. Folk songs
   9. Regional costumes
   10. Oktoberfest, Fasching
   11. Theater

III. The Four Primary Language skills

A. Speaking
   1. Partial deviation from memorized material
   2. Answering simple questions raised on previously read material
   3. Continuation of oral drills with longer sentences than in level I
   4. Participation in short conversations (situations like ordering a meal, buying stamps at the postoffice in a grocery store, etc.)
   5. Picture desciptions and resumes of learned materials

B. Listening

   1. Comprehension of recombination materials based on basic texts
   2. Increased comprehension of unlearned material (more and better guessing)
   3. Comprehension of speech at more realistic normal speed of conversation
   4. Special listening exercises utilizing familiar situations (fairy tales, recent events, etc.)

C. Writing

   1. Continued practice in spelling (dictation)
   2. Punctuation
   3. Syntax
      a) normal word order
      b) transposed and inverted word order
      c) placement of adverbs, nicht, etc.

      Note: Writing on this level is limited to short answers to specific questions within given patterns, item substitutions, sentence transformation replacement drills, etc.

D. Reading

   1. Reading with comprehension of previously introduced material
   2. Reading of recombined reading materials
   3. Introduction of specially contrived reading materials using previously learned vocabulary with sparingly used, easily recognized new words (cognates)

GERMAN: Level III

I. Language Structure
   A. Phonology
      1. Additional practice in the same problem areas listed for Level II, increasing the automatic control of phonology to a close approach to native performance
      2. Intonation in complex sentences, with appropriate rhythm, clause stress and intonation contours
   B. Grammar
      1. Verbs
         a) Past Perfect
         b) Participles used as adj. and adv.
         c) Passive voice, with and without agent
         d) Perfect forms of modals
         e) Infinitive with and without "zu"
         f) Subjunctive: real and unreal conditional sentences; indirect quotation
         g) Derived verbs
      2. Case use and prepositions
         a) Genitive case forms and uses
         b) Prepositions governing genitive case
      3. Adjectives and Adverbs
         a) Comparative degree
         b) Superlative degree
         c) Derived adjectives with "-ig", "-lich" and "isch"
      4. Pronouns
         a) Use of relative pronouns
         b) Interrogative pronoun "wessen"
      5. Word order
         a) Word order in relative clauses
         b) Review and reinforcement of word order, especially of subordinate clauses, of negation and of position of adverbs
      6. Nouns
         a) Derived nouns
         b) Borrowed nouns

II. Vocabulary and Cultural Realia
   A. Number of lexical items
      At this point vocabulary counts become less meaningful. Both active and passive vocabularies wxpand at a rapid rate with exposure to a broader spectrum of material.
   B Topical vocabulary sets and realia
      1. Leisure activities: vacations, travel, guests and parties
      2. Geophysical and political geography of Europe
      3. Main currents of German history
      4. Life in post-way Germany
      5. Job applications
      6 6. Appointments with professionals (doctors, lawyers, etc.)
      7. Vocabulary of the home: furniture, appliances, etc.
      8. School life in Germany

III. The Four Primary Language Skills

A. Speaking
   1. More liberal continuous discourse within the context of familiar subject matter and vocabulary
   2. Retelling or condensing (later expanding on) known material with a minimum of direction from the instructor
   3. Active participation in group discussions

B. Listening
   1. Understanding material requiring a larger amount of guessing
   2. Comprehension of content from subject matter to which the students have not been previously exposed
   3. Responding to various intonation patterns
   4. Students learn to be at ease listening to a variety of speakers

C. Writing
   1. Continuation of dictation, stressing spelling and punctuation
   2. Rewriting known materials with substitution and transformation
   3. Writing with a minimum number of clues (e.g., questions, key words) within known subject matter and vocabulary

D. Reading
   1. Reading without reference to English of especially contrived materials
   2. Reading of simple existing texts, either adapted and/or abridged and/or glossed (mostly modern short stories)

SPANISH

Larry McWilliams

Coordinator of Foreign Languages
Jefferson County

COMMITTEE MEMBERS

Bryce Bucklin
University of Colorado

John Copeland
University of Colorado

William Lopez
Ft. Collins, Colorado

Dan Martinez
Pueblo, Colorado

Charles Stansfield
University of Colorado

GOALS FOR SPANISH INSTRUCTION

The catagories "A. Situations" and "B. Structures" on the following pages denote minimal goals to be anticipated by the end of each designated level. The teachor should anticipate from students a high degree of Spanish language control of vocabulary and structural mechanics appropriate to the items listed in each catagory.

These listings are minimal goals. It is assumed that, at any point students will be able to do more. The student generally should not be led toward the goals of a following level before the items listed in a preceding level are developed as active skills.

LEVEL I

A. SITUATIONAL GOALS

1. Greetings
2. Introductions, presentations
3. Giving names, (LLAMARSE)
4. Varied short, common courtesies
5. Knowing people, (CONOCER)
6. Leave taking, farewells
7. TÚ and USTED (the situational difference)
8. Simple addition and subtraction, with cardinal numbers to 100.
9. Immediate family relationships
10. Physical sensations, health, feelings, (including TENER idioms)
11. TENER AÑOS
12. Telling time
13. Likes, dislikes (with Gustar)
14. Weather, (with HACER)
15. Simple description of a person
16. Simple description of things
17. Knowing facts, (SABER)
18. Simple school-classroom situations.
19. Easy meal-time table talk.
20. Appointed time (A LAS CUATRO, etc.)
21. Calendar dates, days of the week.
22. Asking directions to a place.
23. Giving simple directions to a place.
24. Ordinal numbers, PRIMERO, SEGUNDO, TERCERO
25. SER and ESTAR (the situational difference)

LEVEL I

B. STRUCTURAL GOALS

1. Adjective agreement with nouns, gender and number
2. Definite - indefinite articles
3. The simple negative
4. The double negative
5. Subject pronouns
6. Demonstrative adjectives
7. Possessive adjective, short form
8. Direct object pronouns
9. Indirect object pronouns
10. Personal A
11. Prepositional pronouns
12. Possessive case of nouns (CASA DE JUAN)
13. Adverbial forms - MENTE, BIEN, MAL
14. Contractions AL, DEL
15. Position of descriptive adjectives
16. Simple comparisons
17. Superlatives -ÍSMO-A
18. Demonstrative pronouns (except AQUÉL, etc.)
19. Relative pronoun QUE
20. Adverbs of place (AQUÍ, AHÍ, ALLÁ)
22. Diminutives with -ITO
22. Exclamations with ¡QUÉ...!
23. Uses of the interrogatives and question forms using:
    a. ¿QUÉ...?
    b. ¿CÓMO...?
    c. ¿DÓNDE...? ¿ADÓNDE...?
    d. ¿POR QUÉ...?
    e. ¿QUIÉN...? ¿QUIÉNES...?
    f. ¿CUÁNTOS...?
    g. ¿CUÁNDO...?

STRUCTURAL GOALS (continued)

24. Present tense regular verbs -AR

25. Present tense regular verbs -ER

26. Present tense regular verbs -IR

27. Present tense of SER

28. Present tense of ESTAR

29. Present tense of IR

30. Present tense of TENER

31. Awareness, (passive at least) of present tense forms of QUERER, PODER, TRAER, SABER, VENIR, DEBER, HACER, DECIR, and their stem changing pattern.

32. Uses of the verb HAY

33. Simple idiomatic uses of GUSTAN, GUSTA

34. Use of IR A to indicate future

LEVEL II

SITUATIONAL GOALS

Note: Level II includes all preceding structures on a second level of complexity and an extension of simple forms as listed under Level I. Some items listed under Level II may be presented in Level I, but basic control should begin later than Level I.

1. Giving directions to a place.
2. Needs, wants, desires
3. Shopping, buying and money
4. Extended family relationships
5. Entertainments (DEPORTES, TELEVISION, MUSICA, PELICULAS)
6. Transportation IR EN
   salir
   LLEGAR
7. Knowing how to do things (with SABER)
8. Expanded expressions of courtesy
9. Daily classroom routine
10. Telephoning
11. Ordering in a restaurant
12. Landscape description

LEVEL II

STRUCTURAL GOALS

1. The double negative
2. ¿COMO SE? (with passive voice)
3. ¿CUANTO? ¿CUANTOS?
4. Demonstrative pronouns including ESE ESTE and AQUEL
5. Stem changing verbs, e to i, o to ú.
6. Possessive adjective, long forms
7. Present progressive
8. Familiar commands
9. Formal commands
10. Placement of pronouns objects with commands
11. Reflexive pronouns
12. Reflexive - passive
13. Pseudo reflexives (COMERSE, etc.)
14. Comparison of adjectives

STRUCTURAL GOALS (continued)

15. POR and PARA
16. PRETERITE of AR verbs
17. PRETERITE of - ER, - IR verbs
18. Present tense of HACER -
19. PRETERITE of IR and SER
20. " of ESTAR
21. " of TENER
22. " of HACER
23. FALTAR, QUEDAR, etc.
24. All imperfects
25. Shortened adjectives, apocopation
26. Uses of definite articles with names, days of week
27. Future tense
28. Present subjunctive
29. Imperfect of HABER, impersonal
30. Present perfect
31. Irregular past participles, excluding compounds (e.g. COMPUESTO, SATISFECHO, etc.)
32. Uses of definite article with parts of the body and articles of clothing.
33. Generic use of the definite article - EL HOMBRE ES MORTAL.

LEVEL III

SITUATIONAL GOALS
(a sample of expected language control)

1. The ability to express a set of instructions that will be given; giving that set of instructions; relating what instructions were given.

2. The ability to engage in courteous small talk following introductions; courteous personal inquiries, etc.

3. The ability to give more elaborate directions to a place, such as those that might be given to a taxi driver unfamiliar with an address.

4. The ability to engage in more complex travel talk, as with employees of service stations, post office, hotels, restaurants, depots and terminals, etc.

5. The ability to ask pardon using more formal courtesies.

6. The ability to analyze and challenge expenses and charges.

7. The ability to explain why the individual's unique circumstances enable or prevent him from doing something. (Excuses)

8. The ability to bargain effectively with an understanding of the procedures.

9. The ability to generate appropriate language to give and receive a compliment.

10. The ability to engage in more complex school talk, (i.e., registrations and schedules.)

11. Beginning ability to express personal opinions and philosophy on current events of interest to the speaker such as fashion, sports, politics.

-LEVEL III

STRUCTURAL GOALS

1. Conditional
2. Past subjunctive
3. Conditional perfect
4. Past perfect
5. Augmentatives
6. Diminutives
7. Future perfect
8. Progressive action with HACER

   Están estudiando desde hace dos horas.
   Hace tiempo que...
   ¿Cuánto tiempo hace?

9. Relative pronouns and clauses
   QUE, EL QUE, EL CUAL, A QUIEN, QUIEN, etc.
10. Conjunctions PERO and SINO
11. Use of subject as indirect object to express lack of intent

    Se me olvidó
    Se me rompió
    Se me perdió, etc.

12. Expanded comparsions: TAN COMO, TANTO...COMO
13. LO with adjectives, DE and QUE
    Use of LO DE to refer to previously known information

    No sabían lo de María.

14. Use of OTROS preceding cardinal numbers and quantifiers.

    Necesitan otros muchos libros.

15. Concordance of tense in relative clauses

    Apenas habíamos comido cuando ellos llegaron.

GENERAL GOALS FOR READING AND WRITING

Following the beginning weeks of oral development, the total time a student spends practicing reading and writing skills should be abundant, -perhaps several hours a week. Most reading and writing practice should take place outside the classroom with homework or laboratory assignments. The classroom time should be dedicated to the development of oral skills. Reading-writing exercises in the classroom should be oral experiences, i.e. oral reading, dictations, critiques, etc., in the foreign language.

Some level objectives for reading & writing skills:

Level I (20% of total classroom time)

A general knowledge of the sound-letter correlations.

1. Ability to read aloud most of what the student can say.
2. Ability to take brief dictation.

Level II (30% of total classroom time)

The knowledge about and ability to manipulate the more complex sound-letter correlations; including punctuations, accents, the dieresis and most common orthographic irregularities. The student should be able to write freely and correctly a simple paragraph using language he can control orally.

LATIN

CHAIRMAN

David Heimann
University of Colorado

COMMITTEE MEMBERS

Sr. Charles Ellen
Cathedral High, Denver

Jeannette Gott
Jefferson County

Helen Knudtson
Jefferson County

Margaret Smith
Denver, Colorado

Lillian Spenser
Denver, Colorado

LATIN

In large measure, the results to be acheived by the program of articulation between the high-school teaching of foreign languages and the university courses in those languages have already been achieved in the case of Latin. First of all, Latin instruction, unlike the program of instruction in most modern foreign languages, has incorporayed few oral-aural or spoken techniques of teaching the course. Secondly, Latin instruction has always tended to follow a traditional pattern and syllabus in grammar, vocabulary, and readings, the only differences being the rate at which the material is presented. The concept of various levels of acheivement, in this respect, as opposed to simply a designation in terms of semesters or high-school years completed, should present a welcome clarification in the accurate determination of a student's real potential in the University's courses in Latin.

At present, it is possible to distinguish three different curricula in Latin as taught in the high schools and colleges of this state.

CURRICULUM I

This is the normal curriculum in use in most high schools. It can be used with any of several textbooks specifically designed for first and second-year Latin instruction.

Latin I:

1. First, second, and third declension -- adjectives and nouns
2. Six tenses of indicative verbs, active and passive
3. Participles
4. Infinitives
5. Imperatives
6. Basic working vocabulary with all forms of words
7. Cases and uses with specific names, e.g., ablative of place, ablative absolute, etc.
8. Frequent practice in reading Latin aloud and translating orally from the text.
9. Pronouns given in the text: relative, personal, interrogative, demonstrative.

Latin II:

1. Fourth and fifth declension
2. Comparison of adjectives and adverbs
3. Indirect discourse
4. Complete subjunctive forms and uses, given in the text.
5. Gerunds and gerundives
6. Irregular verbs
7. Additional uses of the cases: e.g., double dative, etc.
8. Reading throughout the teaching of all the above. Background stories until the subjunctive can be used, then "real Latin": selections from Caesar, selected by the teacher.
9. De-emphasis on reading aloud for comprehension as Latin language. Also, translation in order to assure accuracy.

10. De-emphasis on composition from English into Latin.
11. Syntax within any given translation, whenever it seems that this will aid the understanding of the passage being read.

Latin III:

This level varies with teachers and systems. However it should contain nothing but "real Latin" i.e., Latin actually written by Roman authors to whom the language is native. The selections may be either prose or poetry. Generally it will include: Cicero, Ovid, selections from Horace, Sallust, etc.

Latin IV:

This level is generally understood to be devoted to reading the first six books of the Aeneid. Books I, II, IV, and VI are the usual requirements of the course, with Books III and V being added if time and circumstances permit.

CURRICULUM II

Curriculum II is an accelerated course in Latin, based on the text: LATIN: AN INTRODUCTORY COURSE, By Frederick Wheelock, (Barnes and Noble). This course is offered in some schools for students who show special promise. It is variously described as "Advanced Latin I, Intensive Latin I, Latin I-II."

The text presents some unusual features:

I. An introduction covering the history of the Latin Language, together with a rapid survey of Latin literature, with thumb-nail sketches of Roman authors, especially those whose works are included among the reading selections.

2. A thorough and logical presentation of Latin Grammar in forty lessons, and a section of supplementary syntax, containing most constructions encoutered in authors commonly read in high school.

3, Vocabulary with etymology of both Romance language and English words.

4. Sentences taken from Roman authors, form the very first lesson.

5. The Third Edition contains an excellent teaching device: a set of exercised (with key) designed to be used with each individual lesson. The authors calls these lessons "self-tutorial": they are so logically arranged and developed that they seem to be a sort of "programmed learning."

6. The forty lessons are followed by longer reading selections fron both Latin poetry and prose: the first selections have been simplified and adapted, but these are followed by other selections of greater length and difficulty, unaltered.

The course has been used to meet the following needs;
1. As an intensive introduction to Latin grammar -- for prospective English or Romance language teachers -- or as a basis for further Latin study.
2. As a review course for the student, weak in Latin I, or who may receive Latin II credit for the course.
3. As an introduction to CICERO, traditional Latin III.
4. As an introduction to VIRGIL, traditional Latin IV.

In high schools where Latin offerings are limited to three years at senior high level, this course allows the diligent students to cover the work formerly covered in the four-year program.

CURRICULUM III

More recently, there has been experimental work with a curriculum that introduces Latin readings at an eariler stage in the instruction. These readings are shorter pieces, often from the poets, and, at first, self-contained (i.e., capable of being read in a single day's assignment, or at the most within tow or three day's work). This methodology requires not only changes in the specific vocabulary to be presented, but also the eariler introduction of many elements of grammar (subjunctive, passive, subordinate clauses, special uses of the cases, etc.).

Because of the varity of readings, and the lack of sufficicent testing to evaluate results in comparison with the more traditional curricula, it is not yet possible to determine precise levels of achievement for curriculum III. It is hoped that some preliminary norms can be developed within the course of the academic year 1970-1971